



ccee

California Collaborative
for Educational Excellence

2021-2022

ANNUAL REPORT

CALIFORNIA
COLLABORATIVE FOR
EDUCATIONAL
EXCELLENCE

History, Mission, Vision, & Values

HISTORY: The California Collaborative for Educational Excellence (CCEE) was established in 2013 by the California State Legislature and Governor to advise and assist school districts, county offices of education, and charter schools (local educational agencies (LEAs) achieve the goals and objectives in their Local Control and Accountability Plans (LCAPs). CCEE was created as part of the Local Control Funding Formula (LCFF) legislation that redesigned California's school funding formulas to increase equity and better support California's most economically disadvantaged students and those who have been historically underserved.

MISSION: The California Collaborative for Educational Excellence is a statewide leader delivering on California's promise of quality, equitable education for every student.

VISION: The California Collaborative for Educational Excellence transforms public education, so every student is inspired and prepared to thrive as their best self in the world.

VALUES: CCEE team members commit to reflecting our values in the way we approach our work:

- We strengthen socially just and inclusive education systems.
- We build trusting, collaborative, authentic relationships.
- We prioritize well-being – that of students, families, educators, communities, and our team.
- We embrace and nurture curiosity, creativity, and innovation.
- We model continuous improvement focused on educational excellence.

Three Centers

ccee

California Collaborative
for Educational Excellence

During 2021-2022, CCEE has assisted LEAs by providing universal, supplemental/ targeted, and intensive supports and resources through the work of its three Centers:



CENTER FOR TEACHING, LEARNING, & LEADING

This Center builds capacity and support for LEAs currently receiving and in need of direct technical assistance.



CENTER FOR INNOVATION, INSTRUCTION, & IMPACT

This Center implements a statewide approach to improving LEA capacity by collaboratively developing, delivering, sharing, and spotlighting research-based practices that demonstrate the power to improve outcomes.

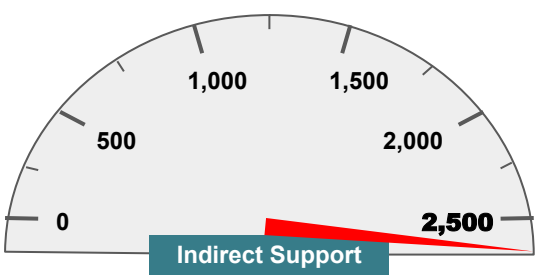
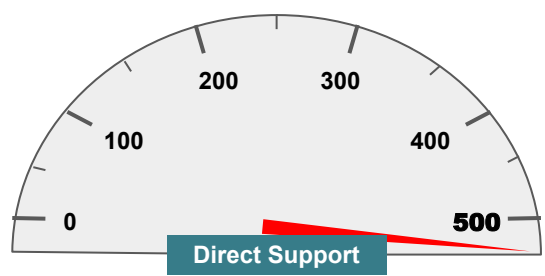


CENTER FOR TRANSFORMATIVE SYSTEMS

This Center facilitates the development of a shared vision for implementation of the Statewide System of Support (SSOS) that develops coordinated actions resulting in equitable educational student outcomes.

CCEE Support for Local Educational Agencies

In February 2022, CCEE established its first organizational Objective and Key Result (OKR) to measure progress in supporting local educational agencies achieve LCAP goals. CCEE set a goal to directly work with at least 500 LEAs and indirectly support at least 2,500 LEAs. Across all initiatives, CCEE collaborated with more than 250 LEAs and participated in over 290 strategic engagement opportunities to exceed our goal of working with 500 LEAs. CCEE also indirectly supported over 2,500 LEAs.



Directly supporting over 500 local educational agencies during the 2021-2022 school year provided valuable information to help CCEE better understand the organization's impact. It will also help establish the Objective and Key Results (OKRs) for 2022-2023.

DIRECT SUPPORT

- Personalized professional learning
- Direct technical assistance
- Customized support
- Strategic thought partnership
- Dedicated CCEE support staff
- Fiscal support/investment
- Multiple sessions, convenings, or gatherings focused on specific deliverables

INDIRECT SUPPORT

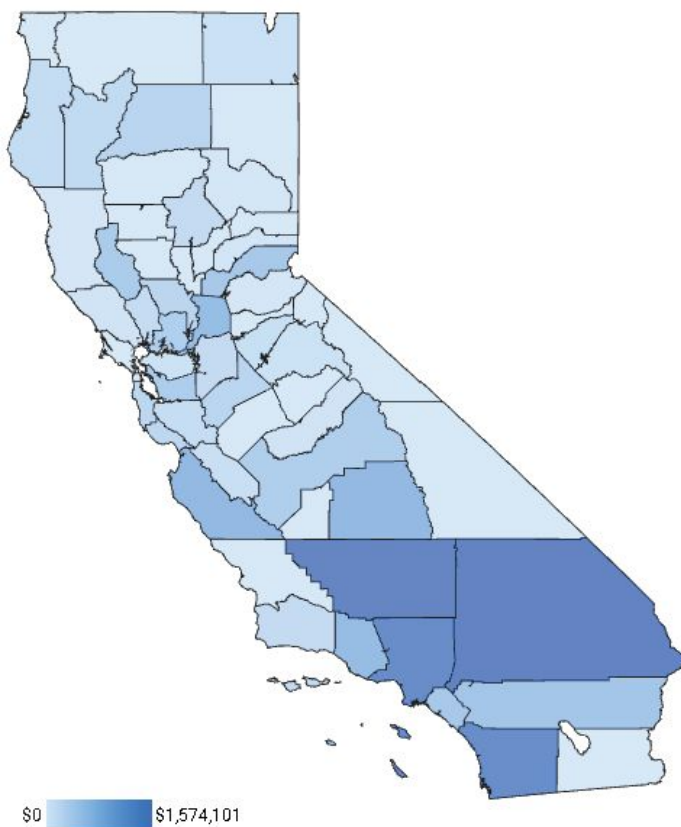
- Guidance
- Automated workflows for end-users to access materials
- Access to online content depending on end-user personas (e.g., website, playbooks, webinars, toolkits)
- Webinar attendees – identified through open registration
- Bi-weekly survey on reopening and instructional modes through June 2022

CCEE Investments Overview

CCEE was established in statute in 2013 and was fully operational in 2015. Since then, the organization has worked to fulfill its mission by supporting California's promise of a high-quality and equitable education for every student.

CCEE Total Expenditures by County from 2016 to 2022 (Figure1)

California Average % of Unduplicated Pupil Count by County from 2016 to 2022 (Figure 2)



*Figure 1 scale represents the minimum and maximum values of cumulative funds disbursed to counties by CCEE from 2016 to 2022

*Figure 2 scale represents the minimum and maximum values of UPC as percent of total enrollment by county from 2016 to 2022

Figure 1 displays the expenditures and investments from the first year of grants awarded in 2016 to date. **Figure 2** details the percentage of unduplicated pupil counts (low income, English learners, and foster youth) to reflect the concentration of high-need LEAs within county regions. Review of the two maps indicates that CCEE's initiatives, expenditures, and investments significantly correspond to the regions in California with the highest percentage of students in need of support and assistance.

2021-2022 Impact Data

The highlighted initiatives showcase CCEE's statewide and strategic engagement with key partners. From 2021 to 2022, CCEE developed 421 resources, engaged with 296 partners (also included in the direct support goal), and established 166 partnerships. To learn more about additional initiatives completed by the organization, please contact [CCEE](#).

421



RESOURCES

Number of resources developed

- Handouts
- Abstracts
- Videos
- Guides
- Slides
- Publications (e.g., Friday 5, newsletters, Systemic Instructional Review redesign development documents)

296



STRATEGIC ENGAGEMENT

Number of engagement activities with people at the local, regional, or state level*

- Presentations
- Meetings
- Website or web pages
- Webinars
- Trainings
- Surveys
- Development sessions
- Strategy discussions

166



PARTNERSHIPS

Number of entities with which CCEE has worked or collaborated

- Statewide Agencies
- Advocacy Groups
- Membership Organizations
- Non-profits
- LEAs

**In some cases, the number of engagements for certain initiatives is lower, reflecting a more concentrated and focused approach to meet local needs.*

System of Support

ccee

California Collaborative
for Educational Excellence

INITIATIVE

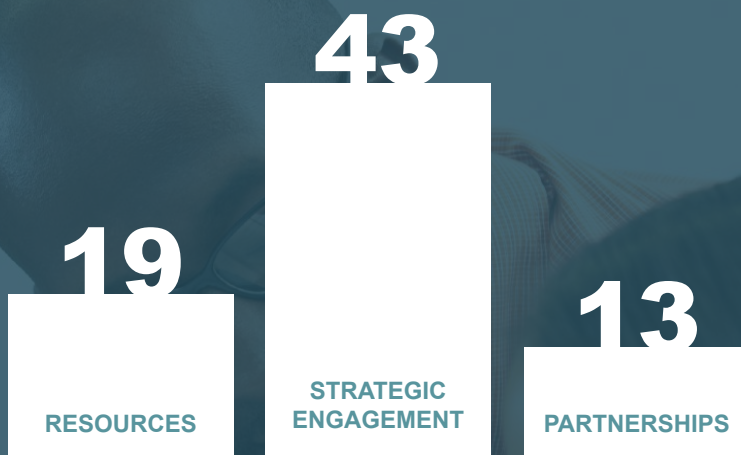
Facilitate the development and implementation of structures, relationships, and processes to provide a System of Support (SOS) for all local educational agencies (LEAs) to effectively meet Local Control and Accountability (LCAP) goals for historically underserved students

ACTIONS

Launched in 2018, the Statewide System of Support (SSOS) Geographic (Geo) and Special Education Local Plan Area (SELPA) Leads provide coordinated, needs-based, and differentiated resources and support to LEAs to improve services for all students evidenced by the closing of opportunity gaps and increased achievement.

- Geographic Leads work in partnership with CCEE, the California Department of Education (CDE), and the State Board of Education (SBE) to support capacity of other county offices of education to coordinate and calibrate Differentiated Assistance across their areas. The partnership facilitates communication among Geo Leads, as well as providing support to the Leads to fulfill their responsibilities.
- SELPA Lead Agencies work in partnership with CCEE, CDE, and SBE. SELPA Leads work collaboratively to improve outcomes for students with disabilities. There is one System Improvement Lead (made up of El Dorado, Riverside, and West San Gabriel) and four SELPA Content Leads (made up of South County, Imperial County, Placer County, and Marin County).

IMPACT



HIGHLIGHTS



Resources

- [SOS Phase Approach to Coordinate Leads](#)
- [California System of Support Graphic](#)
- [Geo and SELPA Leads' Theories of Action](#)



Partnerships

- Two Statewide Agencies (SBE and CDE)
- Organizations (WestEd & CCSESA, FCMAT)
- Seven County Offices (Sacramento, Sonoma, Placer, Santa Barbara, El Dorado, Alameda, Shasta)

Community Engagement Initiative (CEI)

INITIATIVE

Identify and distribute promising practices of county offices of education and local educational agencies that build innovation, collaboration, and support effective implementation across the state

ACTIONS

Since 2018, CEI's transformative community engagement practices and strategies have strengthened the capacity of families, community members, schools, districts, and county offices to create authentic partnerships and initiate difficult conversations to support student success.

- Convened Statewide Peer Leading and Learning Networks
- Highlighted partner work at National Family Engagement Conference
- Parent leaders presented on behalf of the CEI on the importance of community engagement and the initiative at a national conference
- Built district capacities to identify and address root causes of lack of engagement
- Scaled up the work by recruiting 29 new LEAs that will join the initiative in 2022-23, through a Request For Application (RFA) process
- Through a collaborative effort, the CEI was granted an expansion to continue the initiative with additional funding through 2027
- Roughly 35% of 2021-22 CEI Partner Districts received additional Community Schools funding totalling over \$150M

IMPACT

257

RESOURCES

106

STRATEGIC
ENGAGEMENT

40

PARTNERSHIPS

HIGHLIGHTS



Resources

- [CEI Youtube Channel to feature Voices from the Field](#)
- [Problem of Practice Series](#)



Partnerships

- [17 Partner Districts out of 40 Total Partners in 2021-22](#)
- Co-leading CEI with CCEE
 - San Bernardino County Superintendent of Schools
 - California Association for Bilingual Education (CABE)
 - Families in Schools

INITIATIVE

Build a coherent Statewide System of Support that coordinates, collaborates, and integrates resources and strategies to implement effective early learning programs and improve educational outcomes for all students

ACTIONS

Aligning with the Center for Transformative Systems for Equitable Educational Outcomes (TSEE) initiatives, in 2020-2021, CCEE partnered with the Santa Clara County Office of Education (SCCOE), the California County Superintendents Educational Services Association (CCSESA), and the California Department of Education (CDE) to provide a statewide training on Universal PreKindergarten (UPK) implementation.

- Established a multi-agency collaboration with Ventura, Sacramento and Shasta County Offices of Education to develop content. Additional support came from Tulare, San Diego, Santa Barbara, and Riverside County Offices of Education for reviewing this content and vetting this material through the partnership with CDE.
- The collaborative partnerships also supported a two-part series and training on the implementation of UPK. All 58 county offices of education in California participated in learning about the new requirements for UPK.

IMPACT

5

RESOURCES

2

STRATEGIC
ENGAGEMENT

1

PARTNERSHIPS

HIGHLIGHTS



Resources

- Webinar 1 - [slides](#) and [recording](#)
- Webinar 2 - [slides](#) and [recording](#)



Partnership

- Santa Clara County Office of Education - [Project Article](#)

Universal Design for Learning (UDL)

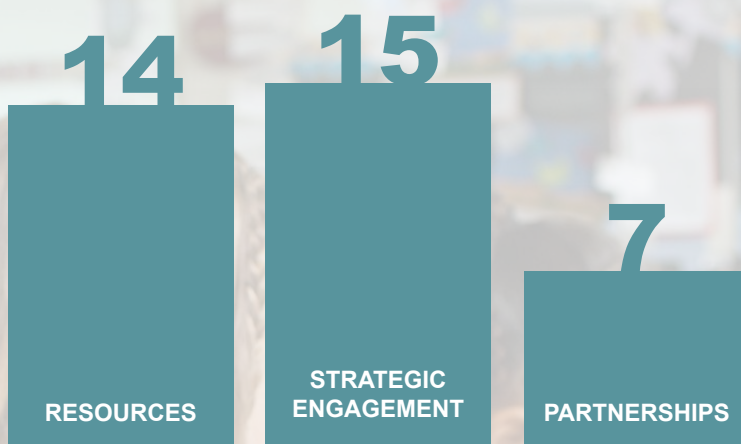
INITIATIVE

Develop structures for identifying & developing professional learning resources that emphasize high priority topics throughout the school year to build the capacity of county offices of education (COEs) and local educational agencies (LEAs) to implement Local Control Accountability Plans (LCAP) goals to improve outcomes for historically underserved students

ACTIONS

- Launched in 2021-2022, CCEE created and disseminated the Universal Design for Learning (UDL) Journey Guide
 - Partnered with the California Coalition for Inclusive Literacy (CCIL) and Supporting Inclusive Practices (SIP)
 - Ensured quality and relevance of the UDL Journey Guide by directing users to appropriate key CA organizations
- Developed resources for school and district leaders to implement UDL
- Built internal staff capacity and content knowledge to strengthen expertise and empathy
 - Developed and disseminated curated resources to support a variety of different approaches to learn and acquire skills to promote UDL in the form of the [UDL Buffet](#)
 - Developed resources to guide implementation of UDL into work practice (differentiated by role)
 - Conducted UDL training for staff (in-person and virtually)

IMPACT



HIGHLIGHTS



Presentations

- [2021 Charter Schools Development Center Leadership Conference](#)
- 2022 CISC Symposium



Partnerships

- Three statewide agencies (Supporting Inclusive Partnerships, CA Coalition for Inclusive Literacy, Open Access)
- CA UDL Coalition
- Center for Applied Special Technology (CAST)
- TextHelp
- San Joaquin COE

Microlearning Modules

ccee

California Collaborative
for Educational Excellence

INITIATIVE

Design and implement strategy and initiatives to share lessons learned from our work and emerging/best practices from the field to support sustained improvement for students

ACTIONS

- Applying research around “microlearning” to support adult learning, CCEE partnered with experienced educators, content experts, and instructional leaders to develop asynchronous “modules” to support substitute teachers, paraeducators, and non-certificated instructional staff in the classroom.
- The microlearning modules will be launched in 2022 and will focus on providing specific, tangible guidance to support the immediate implementation of a strategy or skill to support classroom management and engagement, instruction, assessment, social-emotional learning, and student well-being.

IMPACT

46

RESOURCES

20

STRATEGIC
ENGAGEMENT

4

PARTNERSHIPS

HIGHLIGHTS



Resources

- 42 Microlearning Modules
- Featured in the CCEE Newsletter (July 2022)



Partnerships

- Center for Assessment
- California Subject Matter Projects (CSMP)
- California Commission on Teaching Credentialing
- California Charter School Association

Evaluation of Statewide Social-Emotional Learning (SEL) Student Mental Health & Wellbeing Data

INITIATIVE

Collect and analyze internal program and statewide professional learning infrastructure/initiative data to measure improved student outcomes and impact

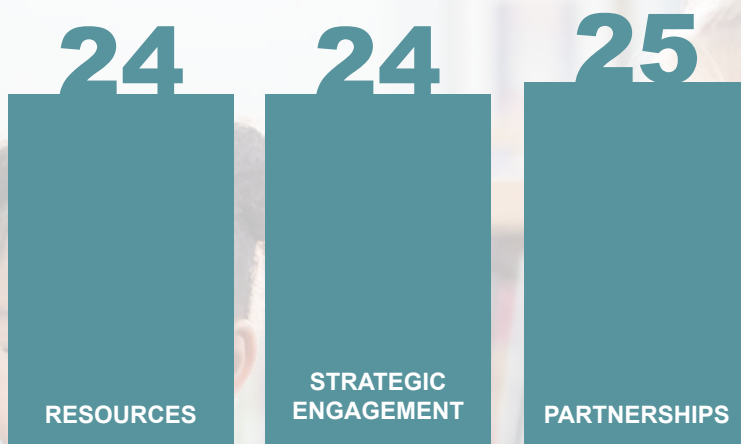
ACTIONS

CCEE collaborated with the California Department of Education, the Sacramento County Office of Education, and the Santa Clara County Office of Education to highlight collective approaches in measuring the impact of social-emotional learning (SEL), student mental health, well-being, and academic outcomes.

Considerations in identifying collective approaches and supporting local educational agencies (LEAs) in measuring and understanding impact of SEL were informed by the following actions:

- Feedback from advisory partner convenings
- Synthesis of statewide initiatives and survey tools
- Insights from partner presentations to share best practices, tools, and resources
- Analysis of statewide and county/regional data

IMPACT



HIGHLIGHTS



Engagement

- [CCEE Impact Series Website](#)
- [Seven advisory partner convenings](#)



Partnerships

- [95 participants over the course of the year representing five statewide entities and 20 organizations and LEAs](#)

Professional Learning Networks: Independent Study and Direct Technical Assistance Districts

ccee

California Collaborative
for Educational Excellence

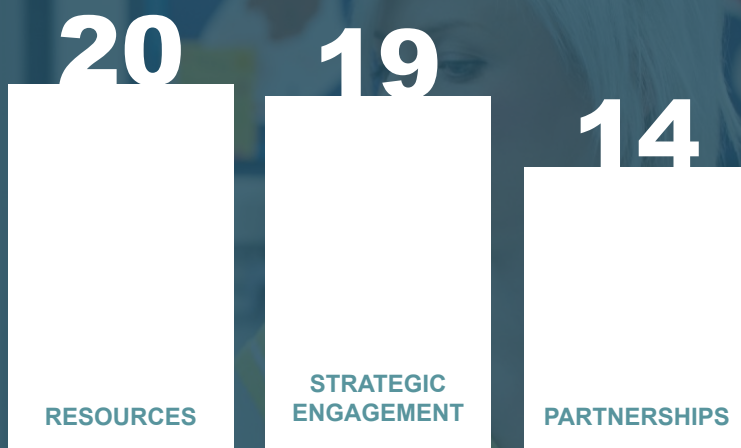
INITIATIVE

Advise and assist county offices of education (COEs) and local education agencies (LEAs) in need of targeted assistance in achieving their Local Control and Accountability Plan (LCAP) goals by effectively meeting the needs of disadvantaged student groups

ACTIONS

- Provided Direct Technical Assistance (DTA) with county offices of education in support of school districts to address systemic changes needed to improve outcomes for disadvantaged student groups as measured in the LCAP and Statewide Dashboard.
 - Systematic Instructional Review Professional Learning Network (SIR PLN) to assist Improvement Directors and LEAs supporting staff
- Leveraged SIR to prioritize areas of progress and create a pilot case study for intensive technical assistance at the school/classroom level
 - Developed application and readiness matrix to support the creation of an intensive technical assistance cohort of schools within identified DTA districts
- Hosted Independent Study PLN to provide support to LEAs on master agreements
 - Focused on “Problem of Practice” and share best practices to allow LEAs to learn from one another

IMPACT



HIGHLIGHTS



Presentations

- 8 DTA-SIR
- 8 Independent Studies



Partnerships

- DTA-SIR PLN included six school districts and six COE partnerships
- Independent Study Professional Learning Network (PLN) included 11 partnerships

Direct Technical Assistance Support and Redesign

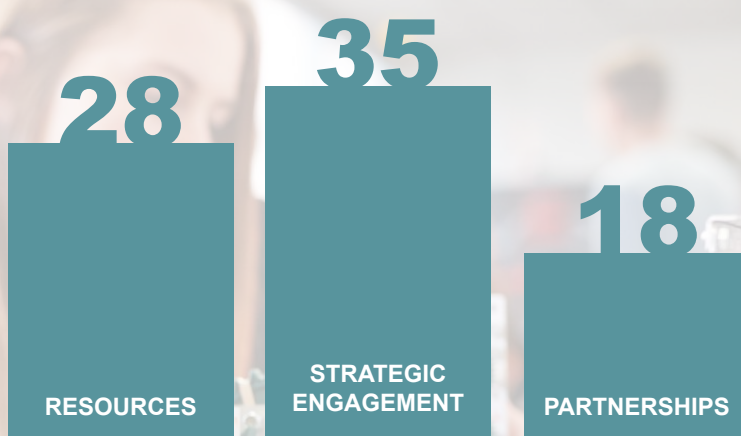
INITIATIVE

Identify and use school/district turnaround principles and continuous improvement practices to effectively build the capacity of LEAs through Direct Technical Assistance (DTA) to support all students' academic and social-emotional well-being

ACTIONS

- Implemented, shared, and used school and district turnaround principles in targeted assistance to address both district and classroom teaching and learning frameworks
- Participated in the Improvement Coach Professional Development Program through the Institute for Healthcare Improvement (IHI) to inform the redesign of the Systemic Instructional Review (SIR) and increase CCEE staff capacity to coach LEAs through the quality improvement process necessary for school turnaround work
- Initiated Direct Technical Assistance (DTA) redesign process
 - Coherence Framework as the foundation for the DTA approach and redesign

IMPACT



HIGHLIGHTS



Engagement

- Direct impact on seven LCAPs with LEA partners
- Successful completion of 28 improvement cycles with partner LEAs



Partnerships

- Seven school districts
- Six county offices of education
- Five external agencies (Families in Schools, PIVOT, ICLE, CDE, FCMAT)

Learning Acceleration

ccee

California Collaborative
for Educational Excellence

INITIATIVE

Build a statewide professional learning infrastructure focused on learning acceleration through evidence-based practices in literacy, mathematics, and language development

ACTIONS

In the 2021-2022 Budget Act, CCEE was given the opportunity to develop and administer the Learning Acceleration System Grant, and establish a statewide infrastructure for professional learning.

- Completed the Learning Acceleration System Grant Request for Proposal and selection process to select three grantees:
 - Lake County Office of Education
 - San Diego County Office of Education
 - Santa Clara County Office of Education
- Cultivated partnerships with selected COE(s) to build a statewide professional learning infrastructure that expands the use of evidence-based learning acceleration strategies in mathematics, literacy, and language development
- Established framework to support Learning Acceleration grantees with program implementation
- Established a Professional Learning Network for Learning Acceleration System Grant partners
- Selected Learning Acceleration System independent evaluation team to support effective implementation and achieve desired outcomes

IMPACT

8

RESOURCES

32

STRATEGIC
ENGAGEMENT

44

PARTNERSHIPS

HIGHLIGHTS



Resources

- Friday Five Featured Campaign
- CCEE Newsletter feature



Partnerships

- 31 COE partnerships
- Five higher education institutions
- Collaboration with six state and national organizations
- Two educational research and evaluation agencies

CCEE Initiatives Coming Soon

ccee

California Collaborative
for Educational Excellence

Research Learning Network

This initiative will provide research support for local educational agencies through facilitated learning networks focused on local problems of practice as identified within their Local Control and Accountability Plans.

Research Practice Partnership

This initiative has been designed to allow for collaborative partnership agreements with local educational agencies that are interested in receiving research support around the implementation of an early-stage project or program aimed at improving student outcomes.

Transformative Education in California

The 2021 Budget Act included significant new funding for TK-12 schools, and the possibilities to transform schools and communities through these investments became the charge.

In response to this charge, CCEE in collaboration with state agencies and educational partners will provide resources and supports to identify strategic places for integration to maximize the good work already underway for the three largest initiatives:

- Expanded Learning Opportunities Program
- Universal Transitional Kindergarten
- California Community Schools Partnership Program

Intensive Support Assistance Model

To respond to the emerging need for more intensive support for some school districts, CCEE has established a partnership between CCEE, school districts, and county offices of education. This additional intensive approach to training builds capacity of leadership staff while also providing targeted coaching to educators on the front line – individual teachers.